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ABSTRACT

A course on women in public speaking, developed at the University of Cincinnati, focuses on the rhetoric of selected women who have been involved in various movements and causes in the United States in the twentieth century. Women studied include educator Mary McLeod Bethune, Congresswoman Jeannette Rankin, suffragette Carrie Chapman Catt, Helen Keller, Eleanor Roosevelt, actress Olivia deHavilland, United Nations delegate and actress Irene Dunn, diplomats Clare Boothe Luce and Shirley Black, feminist Betty Friedan, anthropologist Margaret Mead, black politicians Shirley Chisolm and Barbara Jordan, and Princess Grace of Monaco. Units in the course include (1) introduction to rhetorical criticism; (2) factors contributing to the role of each of the speakers; (3) specific rhetorical acts; and (4) oral reports of written rhetorical criticism, discussion, and synthesis. The course has been successful in teaching rhetorical criticism and in enhancing students' appreciation for women orators. (DF)

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Pedagogical Methods of Teaching "Women in Public Speaking"

by

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Pedagogical Methods of Teaching

"Women in Public Speaking"

One has only to scan the table of contents in public address anthologies and textbooks to realize that women either have not had much to say or what they have said has been considered to be of little consequence. Oliver, in his History of American Public Address, devotes a scant twenty-two of his five hundred seventy-one pages to the discussion of women who took to the platform in the 19th century. Although there was a great burgeoning of platform speakers during the 19th century, a small percentage of them were women who, for the most part, were treated disparagingly by news editors. For example, when Ernestine Rose and Frances Wright debated in 1863, an editor of the New York Herald wrote: "What trash! What blockheads! What genuine asses!"[1] Occasionally, however, a reporter judged a women to be intellectual and/or eloquent as was the case with Susan B. Anthony and Frances Willard. Oliver summarizes the female speakers' contributions as having been largely "in numbers of passionate advocates and agitators, rather than in outstanding individual achievement." He describes 19th century women as being "magnetic and fiery," "scathingly denunciatory," and as "oracular" orators.[2]

Since women are doing more speaking in the 20th century, we would expect to find more of their speeches in anthologies and textbooks but the evidence is unimpressive. Of the forty-one speeches that Linkugel, Allen and Johannsen include in their 1965 edition of Contemporary American Speeches[3] only four are by women. Three of those speeches were delivered not by well known women but by female

students in speech classes or contests. Boase includes one female and eleven male speakers in The Rhetoric of Christian Socialism;[4] Campbell considers one out of nine in Critiques of Contemporary Rhetoric;[5] Makay and Brown include three speeches by women in The Rhetorical Dialogue;[6] Baird's American Public Addresses 1740-1950[7] includes twenty-six speeches but none by women. This is also the case in Reid's American Public Addresses: Studies in Honor of Albert Craig Baird[8] and in Graham's Great American Speeches 1898-1963.[9] Braden has no speeches in his Oratory of the New South but discusses strategies and problems of lady orators in the late 19th century and first decade of the 20th.[10] In Vital Speeches the representation of women is also meager. For example, only 2.3% of the 6,000 speeches appearing in the first twenty-five years of the publication were by women. A count of the last five years indicates that women's speeches being preserved in these tomes has increased only slightly even though there is a general increase in the number of speeches included in the journals. In 1968-69, Volume 35, there are four out of one hundred ninety-three; in 1975-76, Volume 42, there are seven out of two hundred nine; but in 1977-78, Volume 44, there are only six out of two hundred twenty-six speeches by women.[11] Recently, articles on the rhetoric of women have been appearing in journals[12] but the obvious need for teaching courses or units on women as orators still exists and has been cited by Berryman, Brake and Neulieb.[13]

Thus, when women's courses began to appear in college curricula, it seemed appropriate and timely to introduce a course on women in public speaking at the University of Cincinnati. An upper level

course with no prerequisites is now offered in the spring quarter. Most of the students who enroll have a communication, speech and theater or women's studies background. A few have had rhetorical theory; almost none have had experience in rhetorical criticism.

Overall course goal: Appearing in journals are several articles and outlines which focus on movements, particularly the feminist movement.[14] In contrast, this course has been designed to make students aware of the rhetoric of a selected number of women who have been a part of various movements or causes. The course also provides students with criteria for analyzing and evaluating the effect of that rhetoric.

Course objectives: Specifically, the objectives of the course are the following:

1) To examine the public image projected or the role being fulfilled by each of the women orators.
2) To determine the forces (familial, cultural and educational background as well as factors of personal development and of the American scene) which have enabled or are enabling her to fulfill her role.
3) To analyze the rhetorical strategies, form, aesthetic and ethical qualities of the speakers.
4) To judge the effectiveness of the speakers' rhetoric.
5) To synthesize results of analyses and to determine how the rhetoric of these speakers fits into the changing role of women.

Criteria for selecting women speakers: Because of the time limitation of the quarter system, a small group of American women

have been chosen for study. Since the pressure for recognition of women became more intensified at the turn of the century, the selection has been limited to rhetorical acts of this century. A primary consideration has been the potential for firsthand knowledge (hearing, recording and interviewing the speakers). At the time of selection only six of the fifteen women were deceased.[15] Another concern has been the availability of rhetorical materials.

Although a number of women who desire study have been excluded, those selected have fulfilled the following criteria: 1) They have received public recognition for having achieved a standard of excellence; 2) For the most part they have excelled in more than one area of public life; 3) They have demonstrated integrity, intelligence and dignity.

An effort has been made to balance the plain and the glamorous, the well-known and the lesser known. Beginning with Mrs. Fiske, the actress whose new theory of acting is disclosed in her address on "The Ethics of the Drama," the second woman to be studied is Mary McLeod Bethune who established the first school for black girls and spoke out for the advancement of youth. The other women who are studied include: Jeannette Rankin who was first woman in Congress and spokeswoman for suffrage and peace; Carrie Chapman Catt, who served as president of the American Women's Suffrage Association when the 20th Amendment was ratified; Helen Keller who often made her livelihood from the podium, inspired and aided the handicapped; Eleanor Roosevelt who spoke and wrote on social issues, particularly human rights; Olivia deHavilland whose court battle broke the bondage of the seven-year contracts in Hollywood; Irene Dunne who as United Nations delegate spoke on behalf of that organization, responsibility

and decency; Clare Boothe Luce and Shirley Black who represent women in diplomatic posts and politics; Betty Friedan who renewed the cause of feminists and prompted the ERA; Margaret Mead who spoke on almost every subject related to the status of our society; Shirley Chisholm and Barbara Jordan who broke the barrier against black women in politics; Princess Grace of Monaco who has spoken on the status of women and motherhood.

Content and structure: The course consists of four units:

I. Introduction to rhetorical criticism
   A. The role of the critic
   B. Theoretical perspectives

II. Factors contributing to role of each of the speakers
   A. Familial, cultural and educational factors
   B. Personal characteristics
   C. Influences of persons and the times

III. Specific rhetorical acts
   A. Exigencies motivating the women to speak and/or write
   B. The setting for the rhetorical act
   C. The rhetorical material (speeches, plays, articles, autobiographies)
   D. Issues and rhetorical strategies
   E. Advantages and disadvantages inherent in the speaker and the rhetorical situation
   F. Aesthetic and ethical qualities
   G. Delivery
   H. Effectiveness of the rhetorical act

IV. Oral reports of the written rhetorical criticism, discussion and synthesis

A. Oral reports of the written rhetorical criticism (no longer than eight minutes)

B. Discussion of material presented in the report

C. Synthesis of findings

Course materials: In addition to the module of Smith's Orientation to Speech Criticism,[16] required reading also consists of several articles which are placed on reserve.[17] With the aid of a bibliography that has been provided them in the course syllabus students have been responsibile for finding speeches and other written materials.[18] However, when permission has been granted to reprint rhetorical materials, the zeroxed material will become part of the required reading.

Other resources used in the course are slides, films, recordings, and taped speeches and interviews. Slides have been made from photographs so that students may visualize the speakers. The public library has been a resource for excellent films and taped interviews with Mrs. Roosevelt and Margaret Mead. Three speeches and a dialogue, taped by the instructor or purchased from the local media centers (Jordan's Keynote address, Chisholm's speech in Cincinnati, February, 1980, and Friedan's speech sponsored by the Feminist Congress in Cincinnati, April 15, 1980, and a dialogue with Margaret Mead in 1977) are used in class. Other speeches have been obtained from Vital Speeches, The Department of State, Congressional Record, a 1905 Boston Transcript preserved on microfiche, law records, theses, anthologies, biographies and other library sources.[19] Three speech texts have been contributed by the speakers themselves. Because authenticity of texts has been difficult to determine, a continued

effort to tape speeches when they are delivered or to find sources of taped speeches is being made. In addition to speeches, the instructor has heard and interviewed seven of the speakers. Some of these interviews have been taped in order that students may get an impression of the vocal quality and style, as well as some of the ideas, of the speakers.

Classroom procedures: On the first day of class students select a speaker who will be the subject of their investigation and rhetorical criticism. During the first two and a half weeks the class studies and discusses the reserved readings and Smith's principles of criticism. For the purpose of getting an understanding of the critic's task and some possible approaches to that task rhetorical criticisms which have appeared in journals are examined.

For the second unit students work in dyads (the class is limited to thirty) to research and make a presentation of information regarding the speaker's public image and factors contributing to that image or role. Students are encouraged to use the available audio-visual aids and to be creative in their presentations. In one instance two students engaged in a dialogue concerning the ERA; another effective presentation was an impersonation of Mrs. Bethune. The instructor supplies additional factual and anecdotal data as well as questions to stimulate class response to the presentations.

In the third unit the motivations, the setting and major themes of the speakers are discussed. In addition to the reading of speeches and the playing of taped speeches, scenes from plays and other rhetorical materials may be introduced to give insight into the activities of the speakers. The discussion of general issues and rhetorical

strategies, advantages and disadvantages encountered by the speakers, language, styles of delivery and effectiveness develops insight and assists students as they undertake the writing of their rhetorical criticisms.

Finally, in the fourth and last unit each student delivers a paper which is abstracted from his/her rhetorical criticism. This oral report, which provides an opportunity to remind students of good public speaking principles, is not to exceed eight minutes. Discussion ensues. In the last class period, concepts, issues and variables which have been analyzed in the papers are synthesized in view of women's changing role.

Assignments and evaluation: In addition to the oral dyadic presentation and the written rhetorical criticism which is also presented orally, a final examination is given. For the dyadic presentation, evaluation is made on the basis of relevant information. The rhetorical criticism is evaluated according to clarity of criteria and application of that criteria to the rhetorical material as well as organization of the paper. The oral report on the paper is graded on the basis of interest and delivery as well as content.

Concerns and caveat for the instructor of this course: Reference has been made to some of the special problems such as finding speeches and checking the authenticity of texts. Other concerns are the availability of sources, the preparatory research for determining the nature of the rhetorical setting and the effects of the rhetoric as well as classroom facilities, student capabilities and the inevitable need to keep the course lively and interesting.

Because much of the information about women is found in popular magazines rather than academic journals, scholarly sources may be

scarce. But we must rely on the sources that are available and endeavor to improve them for the future. Hopefully, bibliographical sources provided here provide a basis for a more scholarly approach to women in public address. An additional problem is the paucity of information concerning the rhetorical scene and audience reactions. Newspapers and periodicals have not been accustomed to giving women speakers the coverage accorded their male counterparts. In order to construct the "ideal"[20] speech, inferences must often be drawn from general information about the times and locale in which the rhetoric occurred. For this reason, students are encouraged to hear women orators when they are speaking in the vicinity.

Early attention should be given to finding a suitable classroom which offers flexibility and accomodates the use of audio-visual equipment long before the course begins. Making changes after scheduling is completed often proves difficult if not impossible. Also, if students assume the responsibility of arranging for equipment, the instructor needs to make sure they follow proper procedures.

There is often considerable disparity in the creative ability as well as the speaking confidence of students. Therefore, the instructor should be ready to offer suggestions and be prepared to stimulate interest when oral presentations lack vitality. If students elect to read a speech or scene from a play, it might be wise to rehearse with them before class. This, of course, is time consuming and the instructor who has a dramatic flair might better rely on his/her own expertise in presenting such material. The instructor must also be able to make specific suggestions about appropriate criteria for rhetorical criticisms. Students who have had no previous

exposure to criticism can feel very apprehensive about the task even when the examples used in the first unit would seem to provide clear direction. Finally, interest in the course can be maintained through variety in presentation of content, by intervention of anecdotal data and by the enthusiasm which the instructor engenders.

Conclusion: Teaching the course has been gratifying, particularly because students gain new respect for the intelligence and dedication that each of these women have possessed and for the struggles that each has endured as she has strived to maintain her own integrity and live by her convictions. Before one young man enrolled in the course, he asked, "How can you find enough content on what women have said to make up an entire course?" Near the conclusion of the quarter he remarked, with considerable amazement, that he had had no idea women had done so much in public address.

The women we have studied have supported and have been supported by their male counterparts and the study of women orators should more appropriately be incorporated into courses on American Public Address. But until it is, as Frances Wright said, "Let women stand where they may in the scale of improvement, their position decides that of the race." Women of strength will take seriously their talents and live up to their potentials.[21]

FOOTNOTES

[1]Robert T. Oliver, History of American Public Address (Boston: Allyn " Bacon, 1965), p. 446.

[2]Oliver, p. 447.

[3]Wil A. Linkugel, R. R. Allen and Richard L. Johannesen, Contemporary American Speeches, 4th ed. (Dubuque, Ia.: Kendall/Hunt, 1978).

[4]Paul H. Boase, ed., The Rhetoric of Christian Socialism (New York: Random House, 1969).

[5]John Makay and William Brown, The Rhetorical Dialogue (Dubuque, Ia.: William C. Brown, 1972).

[6]Campbell, Karlyn Kohrs, Critiques of Contemporary Rhetoric (Belmont, Ca.: Wadsworth, 1972).

[7]A. Craig Baird, American Public Addresses 1740-1952 (New York: McGraw-Hill, 1956).

[8]Loren D. Reid, ed., American Public Addresses: Studies in Honor of Albert Craig Baird (Columbia: Univ. of Missouri Press, 1962).

[9]John Graham, ed., Great American Speeches 1898-1963 (New York: Appleton, 1970).

[10]Waldo W. Braden, ed., Oratory in the New South (Baton Rouge: State University Press, 1979).

[11]These numbers were obtained by a quick survey of the indices which sometimes use initials rather than a full given name. Thus, unless the names are known to the researcher, sex is not apparent. Therefore,

the number of women may vary slightly from those reported above.

[12]See for example, The Central States Speech Journal,30,No.3(Fall 1979) in which three articles on the rhetoric of women appear: Mary Pinola and Nancy E. Briggs, "Martha Wright Griffiths: Champion of Women's Rights Legislation," pp. 228-40; Ronald Fischli, "Anita Bryant's Stand Against 'Militant Homosexuality': Religious Fundamentalism and the Democratic Process," pp. 262-71; Wayne N. Thompson, "Barbara Jordan's Keynote Address: Fulfilling Dual and Conflicting Purposes," pp. 272-77.

[13]Cynthia L. Berryman, "Instructional Materials for Teaching a Course in 'Women in Communication'," Communication Education, 28, No.3 (July 1979), 217-21; Robert J. Brake, "Women Orators: More Research?" Today's Speech, 15, No.4 (November 1967), 20-22; R. J. Brake and R. D. Neuleib, "Famous Women Orators: An Opinion Survey," Today's Speech, 21, No.4 (Fall 1973), 33-37.

[14]Wil A. Linkugel, "The Rhetoric of American Feminism: A Social Movement Course," The Speech Teacher 23, No.2 (March, 1974), 121-30; Sonja K. Foss, "Teaching Contemporary Feminist Rhetoric: An Illustrative Syllabus," Communication Education, 27 (1978), 328-55; Marie Rossenwasser, "Movement Rhetoric of Women's Liberation," Today's Speech, 20 (Summer 1972), 45-54; Robert Cathcart, "New Approaches to the Study of Movements: Defining Movements Rhetorically," Western Speech, 36, No.1 (Spring, 1972), 82-88; Brenda Hancock, "Affirmation by Negation in the Women's Liberation Movement," Quarterly Journal of Speech, 58, No.3 (1972), 264-71; Diane Schaich Hope, "Redefinition of Self: A Comparison of the Rhetoric of Women's Liberation and Black Liberation Movements," Today's Speech, 21 (Winter 1975), 17-25;

Marie Rosenwasser, "Rhetoric and the Progress of the Women's Liberation Movement," Today's Speech, 20 (Summer 1972), 45-56.

[15]The deceased at the time of selection were Mrs. Fiske, Mary Bethune, Eleanor Roosevelt, Jeanette Rankin, Carrie Chapman Catt and Helen Keller. Margaret Mead's death has since occurred, in 1979.

[16]Craig R. Smith, Orientations to Speech Criticism (Chicago: Science Research Associates, 1976).

[17]The readings which are placed on reserve consist of selected articles from journals which, because of copyright laws, must be changed each time the course is taught unless permission is granted by the author. Four or five selections can be made from the following and similar articles: Ardyce C. Whalen, "The Presentation of Image in Ella Grasso's Campaign," The Central States Speech Journal, 27, No.3 (1976), 207-11; Wayne N. Thompson, "Barbara Jordan's Keynote Address: The Juxtaposition of Contradictory Values," The Southern Speech Communication Journal, 44, No.3 (Spring 1979), 223-32; Karlyn Kohrs Campbell, "The Rhetoric of Women's Liberation: an Oxymoron," Quarterly Journal of Speech, 59, No.1 (1973), 74-86; Judith Anderson, "Sexual Politics: Chauvinism and Backlash?" Today's Speech (Fall 1973), 11-16; Cheris Kramer, "Women's Speech: Separate But Unequal," Quarterly Journal of Speech, 60, No.1 (1974), 14-24.

[18]Only a partial list of books and articles that has been compiled for general background and rhetorical perspectives is listed here: Hamida and Haig Bosmajian, This Great Argument: The Rights of Women (Reading, Mass.: Addison-Wesley Publ. Co., 1972); Sophonisba Breckinridge, Women in the Twentieth Century (New York: McGraw-Hill Co., Inc., 1933); Karlyn Kohrs Campbell, Critiques of Contemporary Rhetoric (Belmont, Calif.: Wadsworth Publ. Co., Inc., 1972); William Henry Chafe, The American Woman: Her Changing Social, Economic, and Political Roles, 1920-1970 (New York: Oxford U. Press, 1972); Sylvia G. L. Dannett, Profiles of Negro Womanhood (New York, M.W. Lads, 1966); L. Patrick Devlin, Contemporary Political Speaking (Belmont, Calif.: Wadsworth, 1971); Jo Freeman, The Politics of Women's Liberation (New York: David McKay, 1975); James L. Golden and Richard D. Rieke, The Rhetoric of Black Americans (Columbus, Ohio: Chas. E. Merrill, 1971); Vivian Gornick, Essays on Feminism (New York: Harper and Row, 1978); Barbara J. Harris, Beyond the Sphere: Women and the Professions in American History (Westport, Conn.: Greenwood Press, 1978); Judith Hole and Ellan Levine, Rebirth of Feminism (New York, Quadrangle Books, 1971); Dewitte Holland, America in Controversy: History of American Public Address (Dubuque, Iowa: William C. Brown, 1973); Peggy Lamson, Few are Chosen: American Women in Political Life Today (Boston: Houghton Mifflin, 1968); Midge Mackenzie, Shoulder to Shoulder (New York: Alfred A. Knopf, 1975); Martha Mednick, Sandra Tangri and Lois Hoffman, Women of Achievement (New York: John Wiley and Sons, 1975); Robin Morgan, Sisterhood is Powerful (New York Random House, 1970); Nancy Reeves, Womankind (Chicago: Aldine-Atherton, 1971); Anne Firer Scott, The American Woman: Who Was She? (Englewood Cliffs,

Prentice-Hall, 1971); Andrew Sinclair, The Emancipation of the American Woman (New York: Harper and Row, 1970); Mary Lou Thompson, ed., Voices of the Feminism (Boston: Beacon Press, 1970); Robert O. Anderson, "The Characterization Model for Rhetorical Criticism of Political Image Campaigns," Western Speech, 37, No.2 (1973), 75-86; Martha Thompson Barclay, "Distaff Campaigning in the 1964-1968 Elections," Central States Speech Journal, 21, No.2 (1970), 117-122; Douglas G. Bock, "Axiology and Rhetorical Criticism: Some Dimensions of the Critical Dimension," Western Speech, 37, No.2 (1973), 87-96; Wayne Brockriede, "Rhetorical Criticism as Argument," Quarterly Journal of Speech, 60, No.2 (1974), 165-174; Tamara Carbone, "Stylistic Variables as Related to Source Credibility: A Content Analysis Approach," Speech Monographs, 42, No.2 (1975), 99-106; Kathleen Edgerton Kendall and Jeanne Y. Fisher, "Frances Wright on Women's Rights: Eloquence Versus Ethos," Quarterly Journal of Speech, 60, No.1 (1974), 58-68; Marianne La France and Clara Mayo, "A Review of Nonverbal Behavior of Women and Men," Western Speech, 43, No.2 (1979), 96-107; Wil A. Linkugel, "The Woman Suffrage Argument of Anna Howard Shaw," Quarterly Journal of Speech, 49, No.2 (1963), 165-174; Dorothy Mansfield, "Abigall S. Duniway: Suffragette with Not-so-common Sense," Western Speech, 35, No.1 (1971), 24-29; Robin Lakoff, "You Are What You Say," MS, 3 (July 1974), 65-67; Louise McPherson, "Communication Techniques of the Women's Liberation Front," Today's Speech, 21 (1973), 33-38; W. Barnett Pearce and Bernard J. Brommel, "Vocalic Communication in Persuasion," Quarterly Journal of Speech, 58, No.3 (1972), 298-306; Virginia Richmond and James C. McCroskey, "Whose Opinion Do You Trust?" Journal of Communication, 25 (Summer 1975), 42-50; Herbert H. Simons, "Requirements, Problems and

Strategies: A Theory of Persuasion for Social Movement," Quarterly Journal of Speech, 56, No.1 (1970), 2-11; Martha Solomon, "The Rhetoric of Stop ERA: Fatalistic Reaffirmation," Southern States Communication Journal, 44, No.1 (1978), 42-59; Paul I. Rosenthal, "The Concept of the Paramessage in Persuasive Communication," Quarterly Journal of Speech, 58, No.1 (1972), 15-30; Robin Noel Widgery, "Sex of Receiver and Physical Attractiveness of Initial Credibility Perception," Western Speech, 38, No.1 (1974), 13-17; Doris G. Yoakam, "Pioneer Women Orators of America," Quarterly Journal of Speech, 23, No.2 (1937), 251-59; John C. Zacharis, "Emmeline Pankhurst: An English Suffragette Influences America," Speech Monographs, Vol.38, No.3 (1971), 198-206.

[19]See, for example, Archie Binns, Mrs. Fiske and the American Theatre (New York: Crown, 1955); Garff B. Wilson, A History of American Acting (Bloomington: Indiana Univ. Press, 1966), 224-37; Minnie Maddern Fiske, "The Ethics of the Drama," Boston Evening Transcript (Dec. 13, 1905); Mary Jane Bethune, Mary M. Bethune: A Biography (Garden City, N.Y.: Doubleday, 1964); Rackham Holt, Mary McLeod Bethune (New York: Doubleday, 1964); Mary Bethune, "My Last Will and Testament," Ebony 31 (Nov. 1975), 44-50 (reprint from Aug. 1963 issue); Mary Bethune "Certain Unalienable Rights," in What the Negro Wants by Rayford W. Logan, ed. (N.Y.: Agathon Press, 1969), 248-58; For Jeannette Rankin see Warren and Marianne Hinckle, "A History of the Rise of the Unusual Movement for Women Powers in the United States, 1061-1968," Ramparts 6 (Feb. 1968), 22-26; Hannah Josephson, Jeannette Rankin (New York: Bobbs, Merrill, 1974); Speech to Congress, May 28, 1917, 65th Congress, 1st Session; "Congresswoman

Rankin Returns to the House," Christian Century 57 (Nov. 20, 1940; Carrie Chapman Catt, Woman Suffrage and Politics (Chas. Scribner Sons, 1923); C. C. Catt, "Political Parties and Women Voters," in Ashley H. Thorndike, ed., Modern Eloquence (N.Y.: P.F. Collier & Son, 1936); Irma Fuchs Clevenger, "Invention and Arrangement in the Public Address of Carrie Chapman Catt," unpublished Ph.D. thesis, Univ. of Okla., 1955; Rubly Lee Draughon, "A Study of Selected Speeches on War and Peace by Carrie Chapman Catt," Unpublished M.A. thesis, Univ. of Illinois, 1951; Helen Keller, The Story of My Life (New York: Doubleday, 1954); H. Keller, Teacher, Anne Sullivan Macy (Garden City: Doubleday, 1955); Eleanor Roosevelt, Autobiography (New York: Harper and Row, 1961); E. Roosevelt "Promise of Human Rights," Foreign Affairs 26 (April 1948), 470-77); E. Roosevelt, "The United Nations and You," Vital Speeches, 12, No.12 (April 13, 1946), 444-45; Helen J. Wamboldt, "A Description and Analytical Study of the Speaking Career of Eleanor Roosevelt," unpublished dissertation, Univ. of So. California, 1952; Eleanor Janice Bilsborrow, "The Philosophy of Social Reform in the Speeches of Eleanor Roosevelt," dissertation, Univ. of Denver, 1957; Olivia de Havilland, "The de Havilland Case," Law Records; Clare Boothe Luce, "Equality Begins at Home," Saturday Evening Post (Oct., 1977), 16ff; C.B. Luce, "U.S. Foreign Policy and Italy," Vital Speeches, 42, No.16 (June 1, 1976), 482-84; C.B. Luce, "Slam the Door Softly," in The Best Short Plays of 1972 by Stanley Richards, ed., (New York: Chilton, 1972); Irene Dunne, "Freedom is Responsibility," Vital Speeches, 25, No.9 (Feb. 15, 1959), 283-5; I. Dunne, Current Biography (Aug. 1945), pp. 161- ; Shirley Chisholm, Unbought and Unbossed (Boston: Houghton Mifflin, 1970);

Chisholm, "Excerpt from Testimony before the Constitutional Amendment, May 5, 1970," Congressional Digest 50 (Jan. 1971), 20ff; Susan Brownmiller, Shirley Chisholm (New York: Archway, 1972); Shirley Temple Black, "U.N. Conference on the Human Environment: Statement," Dept. of State Bulletin, 62 (Jan. 26, 1970), 99-100; S. Black, "U.S. Discusses Priorities for the 1972 U.N. Conference on the Human Environment: Statement," Dept. of State Bulletin 65 (Nov. 8, 1971), 531-34; Kevles, B., "Shirley Temple Black in 'A U.S. Diplomat at the U.N.'" Saturday Evening Post, 224 (Summer 1972), 32ff; Betty Friedan, The Feminine Mystique, 2nd ed. (New York: Norton, 1974); B. Friedan, It Changed My Life; Writings on the Women's Movement (New York: Random House, 1976); Beverly M. Susman, The Persuasive Characteristics of the Speaking of Betty Friedan, M.A. Thesis, Univ. of Cincinnati, 1974; Barbara Jordan, "Democratic Convention Keynote Speech," Vital Speeches, 42, No.21 (August 15, 1976), 645-46; Lori Landis, "The Twice and Future Congressman," The Enquirer Magazine (June 13, 1976), 84; E. Dowling, ed., "Barbara Jordan: Brains and Voice=Power; Interview," Senior Scholastic, 110 (Oct. 1977), 8-10; Margaret Mead, Blackberry Winter, (New York: William Morrow, 1972); M. Mead, Male and Female (New York: Morrow, 1949); M. Mead, "Speech to New York Academy of Sciences," in W. W. Braden, Ed., Representative American Speeches (New York: H. W. Wilson 1974), 98-104; M. Mead, Letters from the Field (New York: Harper and Row, 1975); Gwen Robyns, Princess Grace (New York: David McKay, 1976); Princess Grace, "Women's Role in Contemporary Society," courtesy of the Chief of the Secretariat.

[20]Smith in Orientations to Speech Criticism states that the task of the critic is to construct the "ideal" speech against which the actual speech can be evaluated, p. 4.

[21]Emily Hahn, Once Upon a Pedestal (New York: Thomas Y. Crowell, 1974), p. 48.